**Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Renewable Energy Sources Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment:** | **3** | **2** | **1** |
| **Word Web** | Web is clear, coherent and organized.  Each web includes at least 5 descriptive words/explanations/details.  Web demonstrates a strong understanding of the differences between renewable and nonrenewable energy sources. | Web is mostly clear, coherent and organized.  Each web includes 3-4 descriptive words/explanations/details.  Web demonstrates a good understanding of the differences between renewable and nonrenewable energy sources. | Web lacks clarity, cohesion, and organization.  Each web includes 2 or fewer descriptive words/explanations/details.  Web lacks a strong understanding of the differences between renewable and nonrenewable energy sources. |
| **“Who am I” Activity** | Student is actively engaged in the activity. Student works diligently to identify their own energy source by asking thoughtful and curious questions.  Student stays focused and works to help others identify their energy sources by thoughtfully and thoroughly answering questions.  Questions and answers reflect a thorough understanding of energy sources. | Student is engaged in the activity. Student works to identify their own energy source by asking thoughtful and curious questions.  Student stays focused and works to help others identify their energy sources by answering questions.  Questions and answers reflect a good understanding of energy sources. | Student struggles to remain engaged in the activity. Student’s questions lack deep thinking and curiosity.  Student is unable to focus and therefore is not helpful to others in identifying their energy sources.  Questions and answers do not reflect an understanding of energy sources. |
| **Renewable Energy Pro/Con Chart** | The chart is clear, organized and complete.  The chart shows strong connection between knowledge gained and real world application. | The chart is clear, organized and complete.  The chart shows some connection between knowledge gained and real world application. | The chart is unclear, lacks organization and/or is incomplete.  The chart shows limited connection between knowledge gained and real world application. |
| **Journal Reflection** | Reflection shows a strong synthesis of knowledge acquired. Student includes at last 3 ideas for incorporating renewable energy into city development plan. | Reflection shows a synthesis of knowledge acquired. Student includes 2-3 ideas for incorporating renewable energy into city development plan. | Reflection fails to show a synthesis of knowledge acquired. Student includes fewer than 2 ideas for incorporating renewable energy into city development plan |
| **Total:** | **/12** | | |